

Framework for Learning from Home – Year 2 T3 W9 6th- 10th Sept

You will need help from a parent/carer. Show each completed activity to your parents so they can check it and/or help you post it on Seesaw. Remember to have regular breaks throughout the day for crunch and sip, recess and lunch, stretching and moving throughout the house in between activities. Please remember to take care with your work and present it neatly.

It is **WOW Week** this week!

WOW WEEK ACTIVITIES

Choose a Peaceful Kids meditation https://www.peacefulkids.com.au/meditation.html	Write a list of things that make you happy, things you're grateful for or things you're good at.	Use your imagination and as a family create a story, each taking it in turns to add one line/word/sentence.	Make a family kindness jar. Every time someone does something kind, write it down and put it in the jar.
Get building! You could build a Lego model, a tower of playing cards or something else!	Make up a dance routine to your favourite song	Cook your favourite meal with your family	Play a boardgame or do a puzzle with your family.
Create a treasure hunt with clues around the garden/house and to a final destination.	Make some wild art using sticks, leaves, flowers or anything else you can find outside.	Play alphabet Bingo. Can you spot an item in your home that starts with the letters a,b,c and so on.	Build a cubby house inside or outside.

Week 9 of every term is WOW week, which means we focus on our wellbeing! Here is a grid of activities you might like to do throughout the week.

If you would like to share them to Seesaw to show your teacher that would be lovely!

Monday 6/9

Tuesday 7/9

Wednesday 8/9

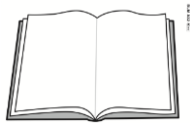
Thursday 9/9

Friday 10/9

Guided Reading Groups on zoom will continue this week – Watch on seesaw for when your teacher will announce your reading group time on zoom.
You will need to use your login details for the PM e-collection that were sent to you in Week 7.

Morning
Literacy

Spelling- We are looking at Soundwaves- Unit 27. The sounds this are 'oo' and 'u' as in book and bush. Use the book template provided and write as many words you can think of that have the 'oo' or 'u' sound.



Visit the website for access to the sound, chants and games this week.

www.soundwaveskids.com.au

Access code: puff231

Persuasive Writing

Great reasons/arguments always start with a **Topic Sentence**. A topic sentence tells the reader what the main idea is before giving examples.

For example:

Stegosaurus are tall, so the boy will get the best view in the parade.

Stegosaurus are big, so they can scare off any monsters in the night.

Stegosaurus are strong, so

Reading: Visit <https://in2era.com.au/home>

Username: hurstville
Password: hurstville

Choose a **picture book or a book at your level** and read for enjoyment. Try to aim for 10-20 minutes of reading.

Persuasive Writing

A **Topic Sentence** tells the reader what the main idea is before giving examples/evidence.

View the book 'The Perfect Pet' by Margie Palatini
<https://www.youtube.com/watch?v=eWa63fkck8q>

Complete the following topic sentences with examples/evidence:

Topic Sentences

A bug isn't too big so...

A bug isn't too loud so...

A bug doesn't scratch so...

CRAZY HAIR DAY!

Today is Crazy Hair Day! Show your teachers on zooms today your craziest hair style!

You do not need to go out and buy anything but see how creative you can be with your hair using what you have at home!

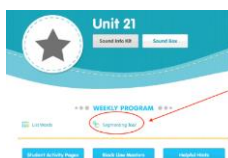


Spelling – Segmenting Sounds

Find the segmenting tool on the soundwaves website and work out how many sounds each word has and which letters match.

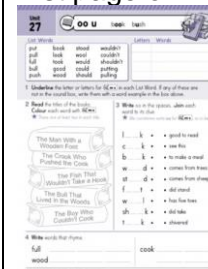
www.soundwaveskids.com.au

Access code: puff231



Spelling - Textbook

We have uploaded the first page of



Unit 27 from the Soundwaves textbook. Complete the activities. Do the first page ONLY.

Reading & Writing

Watch 'Ellie's Dragon' by Bob Graham.

In the story, Ellie and Scratch didn't have a chance to say goodbye. Imagine you are Ellie at the end of the story and write a goodbye letter to Scratch. Think about how Ellie and Scratch might be feeling. Write at least 2-3 sentences. Use the template provided or write your own and take

Spelling - Textbook

We have uploaded the second page of Unit 27 from the Soundwaves textbook. Complete the activities. Do the second page ONLY



Explore some sounds and play the games for this unit on the Soundwaves website.

www.soundwaveskids.com.au

Access code: puff231

Reading & Writing

Watch 'Ellie's Dragon' by Bob Graham.

they can carry the whole class to the museum.

View the book 'Emily's Perfect Pet' by Jonathan Shipton
<https://www.youtube.com/watch?v=KoQ6HZnle24>

Complete the following topic sentences with examples:

Topic Sentences

You can decorate fishbowls with...

Fish don't make much noise so....

Kittens are cute because

Upload your writing to SeeSaw.

Home Reading: Visit <https://in2era.com.au/home>

Username: hurstville
Password: hurstville

Choose a **picture book or a book at your level** and read for enjoyment. Try to aim for 10-20 minutes of reading.

Upload your writing to SeeSaw.

Keep your writing in a safe place for next week.

Cybersafety

We need to make sure we are safe online when we use the internet, just like we would be safe when crossing the road. Although sometimes it can be hard to know how to be safe online.

With your parents, click on the link below to watch and read the book "Swoosh, Glide and Rule Number 5".

<https://vimeo.com/508687813>

Discuss with your family what happens to Swoosh in the story and the following questions.

What were the 5 rules?

How could Swoosh have stayed safe while watching videos on the tablet? Was he following all of the rules?

Upload to Seesaw what you and your family can do to keep safe online in your home. Discuss with your family if these 5 rules would be good in your home for being safe online.


Reading & Writing

Watch 'Ellie's Dragon' by Bob Graham. Imagine you had your own dragon.

Draw a picture of your dragon and label the parts of the dragon. Some nouns and verbs have been provided for you. Use some of these or your own. Write a description about your dragon. What does it look like, what does it like to do, what is the coolest thing about your dragon.

All About My Dragon

Imagine you had your own dragon. Draw a picture of your dragon.


Name: <input type="text"/>
What does it look like? <input type="text"/>
What does it eat? <input type="text"/>
What is the coolest thing about your dragon? <input type="text"/>

a photo of your work.

Goodbye Scratch

Ellie and Scratch didn't really have a chance to say goodbye. Imagine you are Ellie at the end of the story. Write a goodbye letter to Scratch.

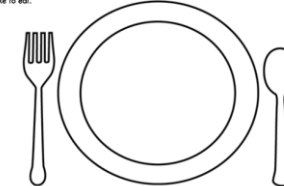
Dear <input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
Lots of love from <input type="text"/>

Dragon Dinner Plate: If you had a dragon what would you feed it? Draw and label your dragon's favourite meal.

Remember, they do not have to be the same as humans so be creative.

Dragon Dinner Plate


If you had a dragon what would you feed it? Draw and label your dragon's favourite meal. Remember, they do not have to be the same as humans so be creative like Ellie and think of what a dragon might really like to eat.





Home Reading: Visit <https://in2era.com.au/home>

Username: hurstville
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Choose a **picture book or a book at your level** and read for enjoyment. Try to aim for 10-20 minutes of reading.

Break	Break	Break	Break	Break	Break
Middle Maths	<p><u>Maths – Patterns and Algebra</u></p> <p>Addition and subtraction are connected. This helps us to calculate the missing number in a number sentence.</p> <p>E.g., $10 + _ = 15$</p> <p>Your job is to find the missing number in each number sentence and check that the answer is correct. This task has been uploaded to Seesaw.</p> <p>iMaths- Go to the games section and choose a game to play. www.imaths.com.au Access code: tent495</p>	<p><u>Maths – Patterns and Algebra</u></p> <p>Your job is to calculate the missing number in each addition number sentence. This task has been uploaded to Seesaw.</p> <p>iMaths- Go to the games section and choose a game to play. www.imaths.com.au Access code: tent495</p>	<p><u>Maths – Patterns and Algebra</u></p> <p>Create <u>three</u> different addition number sentences with a missing number. All of your answers should be two-digit answers.</p> <p>E.g., $10 + _ = 15$ $13 + _ = 20$</p> <p>Remember to look at the examples to help you.</p> <p><u>Wellbeing Wednesday</u></p> <p>Wellbeing Wednesday</p> <p>*Art activity – Jar of Memories</p> <p>Think of some special times in your life that you like to keep thinking about because they are important to you.</p>  <p>You are going to draw or make a jar, decorate a jar you have at home or write in the jar attached to this activity. Write some special memories you have and put</p>	<p><u>Maths –Capacity</u></p> <p>On Seesaw, watch the lesson about capacity. Capacity is the maximum amount that something can hold or contain.</p> <p>On the worksheet circle the container that has either the greatest or least amount of capacity.</p> <p>You will need to find 3 objects around your house/classroom that have a capacity. Order them from smallest to largest and take a picture to upload to Seesaw.</p> <p>Label your objects smallest or largest.</p> <p>iMaths- Go to the games section and choose a game to play. www.imaths.com.au Access code: tent495</p>	<p><u>Maths – Capacity</u></p> <p>On Seesaw, watch the lesson about capacity part 1. There is a second video to watch on page 2 that you will need to watch to perform your experiment.</p> <p>Find 3 objects around your house that have a capacity. Also find a smaller object which you will use as your informal unit to measure the capacity of the larger objects. You will need access to a tap to measure the capacity of the larger objects.</p> <p>Fill in the table worksheet with your objects you will measure and write what your informal unit of measurement will be (smaller object e.g. spoon, cup, small Tupperware container).</p> <p>Estimate how much capacity each object will hold before you begin measuring. Write the actual amount each object holds in the last table.</p> <p>iMaths- Go to the games</p>

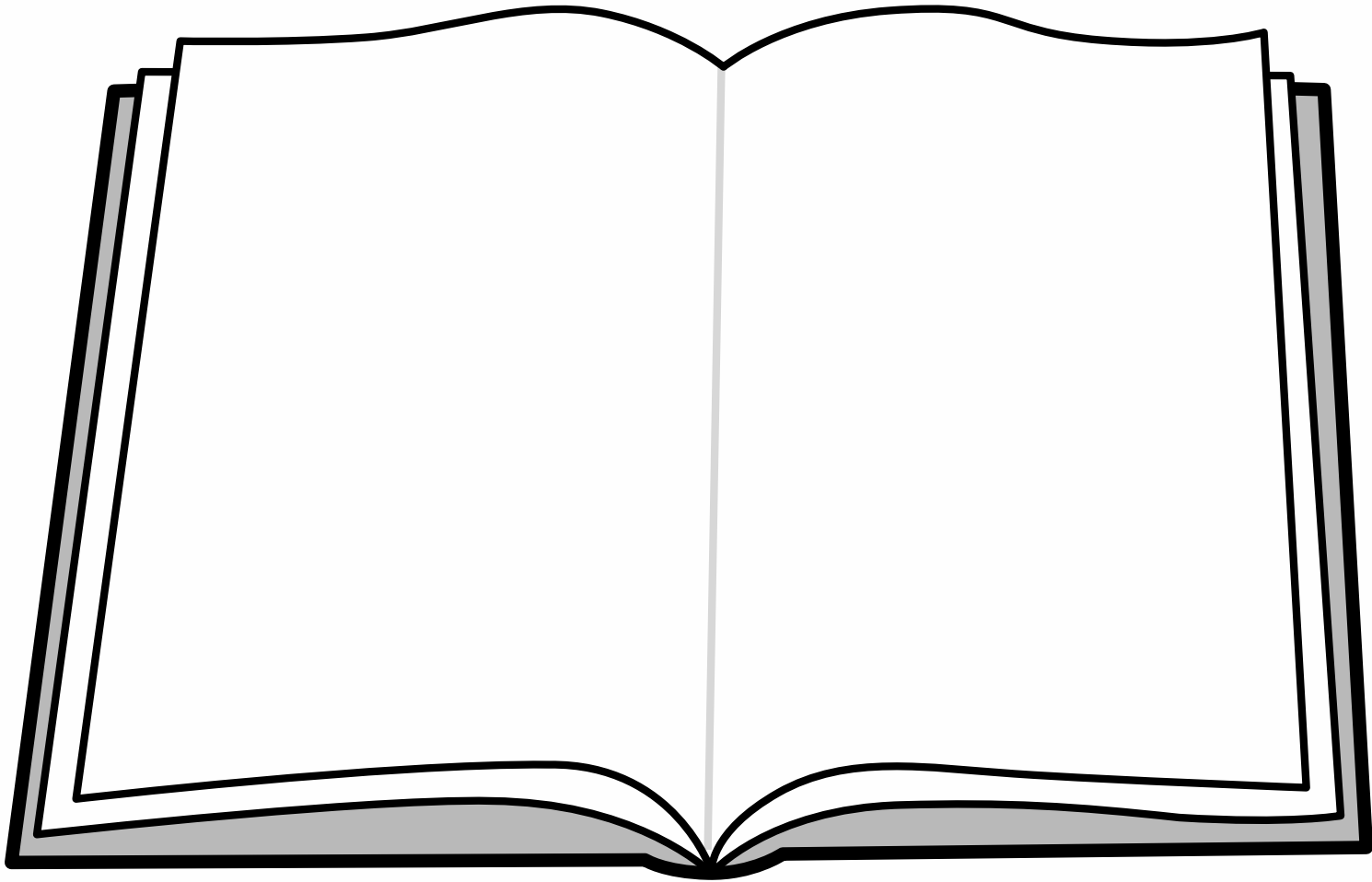
			<p>them in or around your jar. You don't have to use a jar, you can use a box. Be creative and make it colourful.</p> 		<p>section and choose a game to play. www.imaths.com.au Access code: tent495</p>
Break	Break	Break	Break	Break	Break
<p>Afternoon</p>	<p>Join your library zoom with Miss Wadley <u>if you can!</u> The details of these zooms are in your seesaw class.</p> <p><u>Community Language</u> Please complete today's activity from your community language teacher.</p>	<p><u>Geography –</u> Listen to Ms Wadley read the next section of 'Are We There Yet?'</p> <p>Grace's family visits the rainforest in Far North Queensland. Rainforests are very moist forests filled with tall trees, vines and waterfalls. The family sees a butterfly here.</p> <p>What other kinds of animals do you think you might see in a rainforest? Think about birds, reptiles, fish and insects.</p> <p>Choose 3 animals that you might see, write the names,</p>	<p><u>Wellbeing Wednesday</u> *Complete a mindfulness guided meditation. You can access these on Smiling Mind or Peaceful Kids.</p> <p>https://www.smilingmind.com.au/ https://www.peacefulkids.com.au/</p> <p>*Design and make an obstacle course inside or in the garden. How fast can you complete it?</p>	<p><u>Science: Earth and Space</u> Today we will be looking at how Aboriginal and Torres Strait Islander Peoples care for Earth's resources. Read the information on Sustainability and then complete the grid. You have to draw and describe three examples of sustainability practices of the Aboriginal and Torres Strait Islander Peoples.</p>	<p><u>PDHPE</u> This is our 7th week of Got Game. Watch the video below for some Home Sport Skills on Basketball and Soccer with Ben. https://www.loom.com/share/f55bf73af8f840b5af10e11cc08d7abf</p>

		and draw them.			
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Week 9 Unit 27 Spelling Words				
put	book	stood	wouldn't	Sight Words I'm old night twelve Saturday
pull	look	wool	couldn't	
full	took	would	shouldn't	
bull	good	could	putting	
push	wood	should	pulling	

Monday Spelling Task Uploaded onto Seesaw

BLM A32  oo u



Unit 27



oo u book bush



List Words

put	book	stood	wouldn't
pull	look	wool	couldn't
full	took	would	shouldn't
bull	good	could	putting
push	wood	should	pulling

Letters Words

- 1 **Underline** the letter or letters for  in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

- 2 **Read** the titles of the books.

Colour each word with .

★ There are at least two in each title.



- 3 **Write** oo in the spaces. **Join** each word to its clue.

★ We sometimes write oo for , as in book.

- | | | |
|----------|---|--------------------|
| l _ _ k | • | • good to read |
| c _ _ k | • | • see this |
| b _ _ k | • | • to make a meal |
| w _ _ d | • | • comes from trees |
| st _ _ d | • | • comes from sheep |
| f _ _ t | • | • did stand |
| w _ _ l | • | • has five toes |
| sh _ _ k | • | • did take |
| t _ _ k | • | • shivered |

- 4 **Write** words that rhyme.

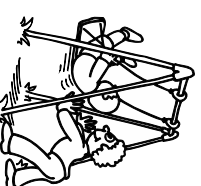
full _____

cook _____

wood _____

- 5 Read the words. Colour the words with **u** for .
★ We sometimes write **u** for , as in *bush*.

full pull gull bull
cut put but hut
bush rush push gush



- 6 Rewrite the words in the box adding **ing** to each one.
Finish the sentences with the words.

pull _____
push _____
put _____

She is _____ the car.
He is _____ the book away.
The horse is _____ the cart.

- 7 Write the words in the correct spaces to finish the sentences.

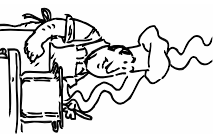
_____ you like to live in the _____ s?
She _____ like to chop the _____ for the fire.

Would
wood
would
wood

- 8 Write the contractions for these pairs of words. 🐘 Go to Helpful Hint 13.

would not _____ could not _____
should not _____

- 9 Help the cook find a path to his book. Finish each word with **oo** or **u**.
Colour **oo** parts blue.
Colour **u** parts red.



b _ _ k	l _ _ k	f _ _ ll	p _ _ sh
f _ _ t	c _ _ k	p _ _ ll	t _ _ k
p _ _ t	b _ _ ll	p _ _ shing	w _ _ l
p _ _ lling	st _ _ d	h _ _ k	w _ _ llen
p _ _ tting	sh _ _ k	l _ _ king	c _ _ king



ALL ABOUT MY DRAGON

Imagine you had your own dragon. Draw a picture of your dragon and label it. You can drag some of the nouns and adjectives provided if you need some ideas or write your own.

My Dragon's Name:

Nouns

claws eyes tail mouth
wings teeth body ears

Adjectives

huge bulging spiky big
enormous green sharp pointy

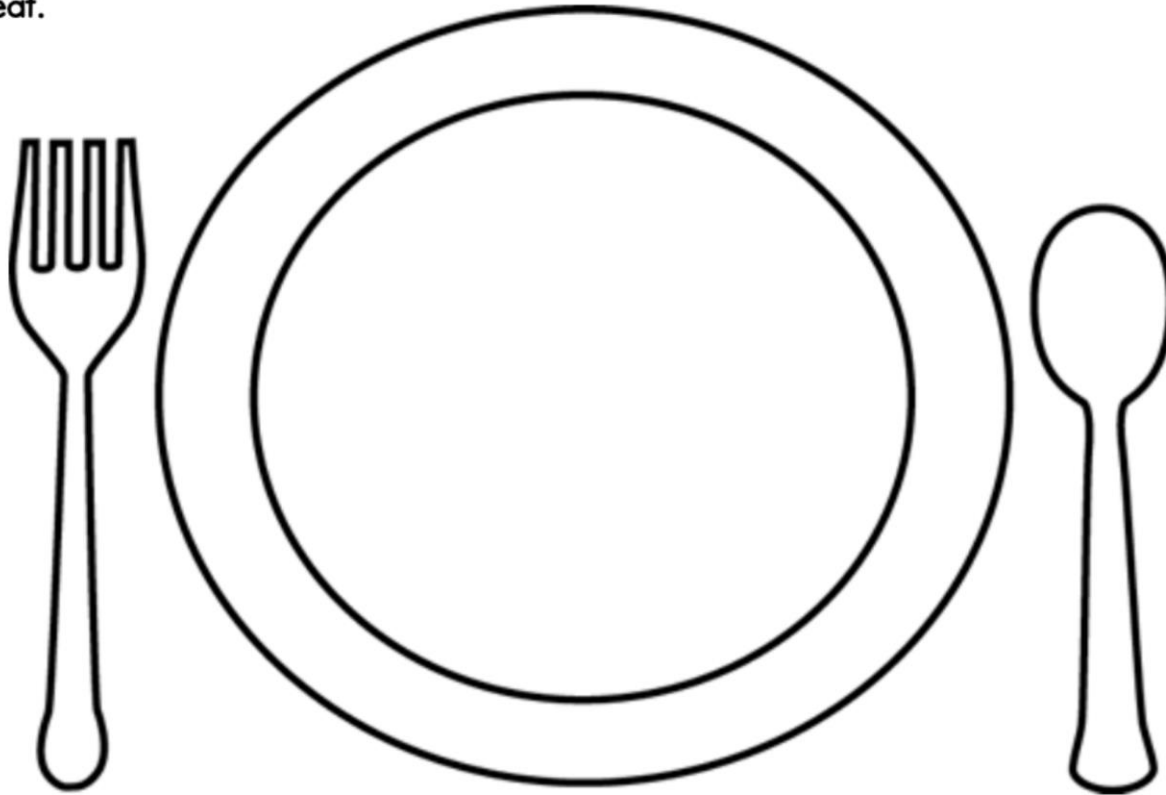
Write a description of your dragon

What does it look like, what does it like to do, what is the coolest thing about your dragon?

Wednesday 8th September – Morning Activity - Ellie's Dragon

Dragon Dinner Plate

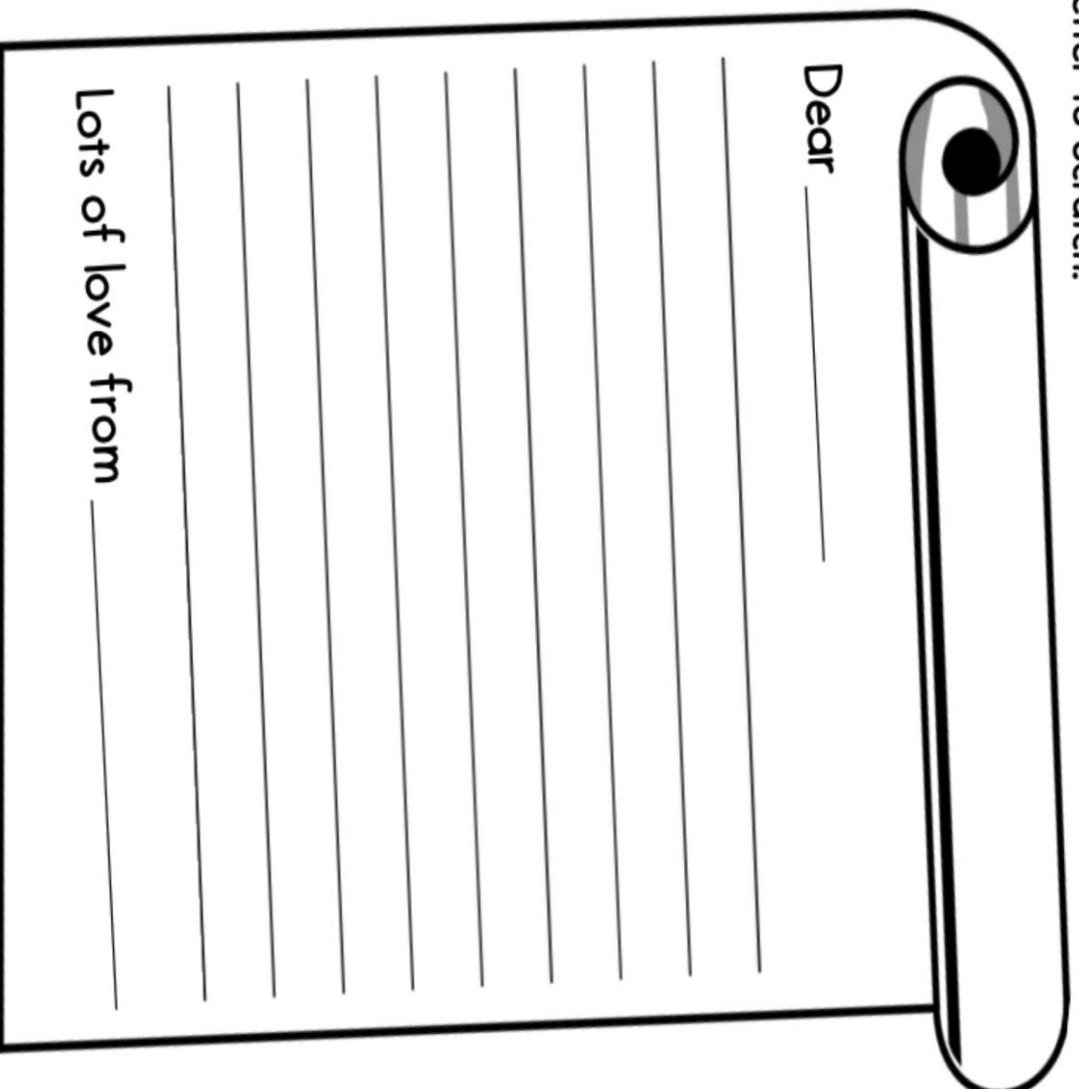
If you had a dragon what would you feed it? Draw and label your dragon's favourite meal. Remember, they do not have to eat the same as humans so be creative like Ellie and think of what a dragon might really like to eat.



Thursday 9th September – Morning Activity - Ellie's Dragon

Goodbye Scratch

Ellie and Scratch didn't really have a chance to say goodbye. Imagine you are Ellie at the end of the story. Write a goodbye letter to Scratch.



Dear _____

Lots of love from _____

Aboriginal and Torres Strait Islander Peoples Sustainability Practices

Sustainability is important to Aboriginal and Torres Strait Islander Peoples because:

Draw and describe three examples of sustainability practices.

<div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div>
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Aboriginal and Torres Strait Islander Peoples Sustainability

Traditional Aboriginal and Torres Strait Islander Peoples Sustainability

Aboriginal and Torres Strait Islander Peoples have one of the most sustainable cultures in history. Their food supply has relied on their unique food-gathering tools and skills. Due to being extremely knowledgeable about the land, Aboriginal and Torres Strait Islander Peoples are skilled at making sure that none of their food sources would ever run out. Some of the traditional methods of practising sustainability are:



- leaving enough seeds to make sure new plants would grow;
- not hunting any young animals because they would grow into adults and could be hunted later;
- leaving some eggs behind in a nest so they could hatch and be used during the following season.



Hunting Animals and Harvesting Plants

Aboriginal and Torres Strait Islander Peoples used different ways to hunt the animals they needed for food and other purposes. They farmed plants such as bananas, coconuts and taros, and cleared/burnt any plants or vegetation that remained after harvest to ensure the soil remained fertile season after season.

When hunting animals, birds and fish, Aboriginal and Torres Strait Islander Peoples have clever techniques. Sticky sap from plants was placed onto branches so that birds could not fly away. They also caught birds by placing seeds on top of nets and trapping them. Fish were caught using a spear or a hook made out of shell and bark fishing lines. Traps were made to catch more difficult animals like eels.

The Importance of Sustainability

Aboriginal and Torres Strait Islander Peoples use their extensive knowledge of the Australian land in order to use methods to hunt and gather food in a way which would not deplete the vegetation or animal species. These sustainable practices ensured that there was always enough food and resources for everyone in the community, both in the present and future.



Which container has the smallest capacity? **Circle one.**



Which container has the greatest capacity? **Circle one.**



Which container has the greatest capacity? **Circle one.**



Which container has the smallest capacity? **Circle one.**



Capacity Lesson 2

My informal measurement (small cup, spoon, small container) is:_____

Object	Estimate	Actual